

Meopham School Equality Objectives

To be reviewed: March 2025

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law.

At Meopham School we are committed to ensuring equality of education and opportunity for all students, staff, parents, carers, governors and all visitors to our school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Aims and Objectives

- To highlight the school's commitment to equality, diversity and inclusion for all pupils irrelevant of individual circumstance.
- To ensure that all pupils within our school community feel safe, happy and content to learn, free of fear or intimidation.
- Encourage and foster a culture of mutual respect and tolerance.
- Ensure all stakeholders within the school community are aware of the procedures to be followed if harassment or prejudice behaviour were evident.
- Maintain an inclusive school approach in all aspects of school life.
- Monitor the well-being and progress of pupils, where all members of the school community are of equal worth.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated

against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only)
- disability race (includes ethnic or national origins, colour or nationality)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sex sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions
- We will not publish without their permission any information that can specifically identify any child or employee of the school
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment

- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We acknowledge our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring the school complies with current equality legislation;
- Ensuring the equality policy is properly implemented;
- Ensuring related procedures are followed.

The Headteacher is responsible for:

- Ensuring that school policies take account of equal opportunities;
- Implementing and reviewing the Equality Policy;
- Ensuring that all members of the school community are aware of and implement the policy;
- Ensuring that the policy is implemented with regard to staff selection and appointments;
- Taking seriously any reports of discrimination from parents/carers, students or staff by investigating them and ensuring that appropriate action is taken;
- Ensuring that information with regard to ethnic origin is collected and entered into the School Management Information System and that this information is used as part of the monitoring of equality of opportunity in line with the Data Protection Act.

Specifically, this includes:

- Monitoring curriculum planning;
- Monitoring school procedures and organisation;
- Undertaking initiatives to improve provision for all students.

and ensuring that:

- Cover for absent colleagues is fairly distributed;
- Requests for leave of absence are consistently met;

- Duties are fairly allocated;
- Non-contact time is distributed as per the recommended formula;
- Workload expectations are reasonable;
- Interviewing procedures adhere to safer recruitment guidelines;
- Equal access to professional development is provided;
- Pay and conditions are implemented as per school policy;
- To create an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

The Role of Designated Safeguarding Leads:

- Work with all stakeholders to ensure all forms of discrimination are recorded and dealt with;
- Meet on a weekly basis to discuss any behaviour/safeguarding issues;
- Report and minute any forms of discrimination/sexual harassment to the Headteacher.

The Role of Subject Leaders

When designing schemes of work, this policy will act as a guide both in their choice of topics for study and in how to approach sensitive issues:

- To ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own;
- When devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory;
- To provide balance in themes or topics and planned learning experiences, taking into account the interest of both boys and girls;
- To implement strategies to raise levels of achievement, aspirations, and self-esteem in all students.

The Role of Teaching Staff

The teacher has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass

the principles of equality, respect, fairness and justice.

The class teacher will ensure:

- That all students are treated fairly, equally and with respect and therefore will promote an inclusive and collaborative ethos in the classroom;
- They do not discriminate against any child;
- They model good practice and deal with discriminatory incidents;
- They recognise and tackle bias and stereotyping;
- That when selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature;
- They strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups;
- They choose learning styles and teaching strategies that avoid gender bias and stereotyping and that also reflect the diverse and multi-racial nature of our society;
- They use teaching styles, methods, language, questioning and classroom management that includes and engages all students.

Role of Support Staff:

- Upholding the commitment made by the Headteacher on how students and parents/carers can be expected to be treated;
- Supporting colleagues within the Meopham School community;
- Ensure their own awareness of the responsibility to record and report prejudice related incidents.

Students are responsible for:

- Supporting the school's equality ethos;
- Sharing concerns or issues with a member of staff;
- Raising concerns with school ambassadors.

Parents/Carers are responsible for:

- Supporting the school's equality ethos.
- Sharing concerns of issues with senior staff and members of the Senior Leadership Team.

Below are our shared equality objectives:

| Objective | Actions to be Taken | Lead Member of Staff | Outcomes |
|---|---|----------------------|--|
| Promote understanding and respect for differences. | System for reporting prejudice related incidents reviewed to ensure a rigorous approach | RCL | Pupil voice shows that students understand how to report incidents of prejudice. Incidents are logged and recorded inline with safeguarding protocols. |
| | Use assemblies and curriculum opportunities to challenge stereotypes | HBI / IBU | The school ethos fosters respect for the diversity and multinationalism of the school and global community. |
| | Audit the curriculum to ensure that diversity is at the centre of choices. e.g as authors, artists, and genres of music | ZRO | A curriculum embedded with wide opportunities which represents the richness of global cultures. |

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|--|--|------------------|---|
| <p>Further raise achievement of DA students so that they are achieving at least as well as all students nationally</p> | <p>Maintain an up-to-date DA strategy register.</p> <p>Staff briefings used to raise the profile of 'mark first' and ensure students are challenged to achieve target grades.</p> <p>DA targeted interventions are in place in core subjects. DA staff champions nominated in departments.</p> <p>Evidence through RAP meetings of challenge and accountability for departments raised by LLs and RSL.</p> <p>Departmental DA Champions feedback on intervention and whole school strategies, informing LLs of their progress.</p> | <p>ZRO/ARI</p> | <p>DA v Non DA gap is reduced by 5% from 2019 results, and is smaller than national gap.</p> <p>P8 score for DA is at least 0</p> |
| <p>Raise the profile and understanding of the strategies to both support and challenge the individual needs of SEND students,so that they are achieving at least as well as SEND students nationally in all subjects.</p> | <p>Maintain an up-to-date SEND intervention and tracking log.</p> <p>Gather evidence that SEND students are receiving appropriately differentiated work in lessons. Data shows that SEND students are on track to make the same progress as all students.</p> <p>Strategic plan is reviewed and evaluated.</p> <p>SEND students have made progress in line with all students.</p> <p>SEND resources and strategies shared with staff to support progress for SEND students.</p> | <p>VWR / JTR</p> | <p>All SEND students are on track to achieve their MEG / End Points for Excellence (whichever is greater).</p> |

Monitoring Arrangements:

- The Headteacher in liaison with the member of staff overseeing Equality at Westlands School will update the equality information we publish at least every year.
- This document will be reviewed by the Headteacher at least every 3 years.
- This document will be approved by the Governing Body.

Links with Other Policies

- Safer Recruitment Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEN and Disability Policy
- Accessibility Plan.